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ABSTRACT

This teacher's guide for the instructional system known as "Beginning Spanish" instructs the teacher in the rationale and administration of the course. Commentary is directed to: (1) general information, (2) use of equipment, (3) student check lists, (4) systems format, (5) the teacher's role, and (6) the administration and scoring of Spanish criteria tests. The teacher's key for the Spanish test booklet used in the course is included. (RL)

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TEACHER'S GUIDE AND KEYS

Beginning Spanish

An Instructional System in

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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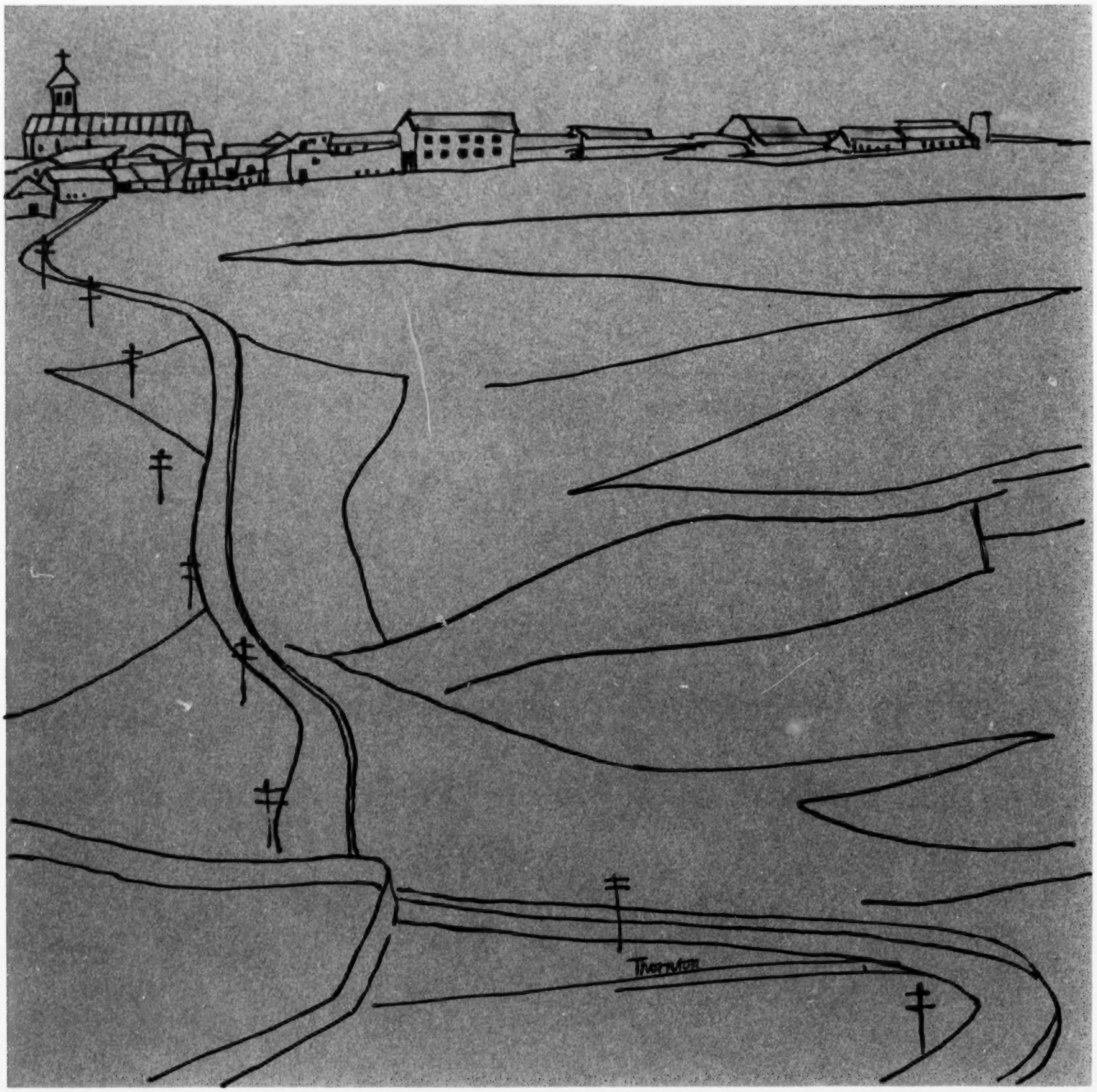

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This GUIDE is part of the instructional system in Beginning Spanish developed at Washington State University, Department of Education for the HIGH SCHOOL FOR ONE PROJECT.

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GENERAL INFORMATION

The materials which you are about to begin using in your classroom have been designed to provide efficient and effective learning experiences for each student. The skills which each student is expected to develop while progressing through the instructional system have been carefully identified and correspond closely to those skills developed by students enrolled in a first-year, audio-lingual course taught by a trained Spanish teacher.

The types of materials used and the order of their presentation were determined through strict adherence to sound learning theory and to recognized linguistic principles of foreign language instruction. The materials require continual student involvement and response while providing concurrent evaluation of each student's performance. Each step in the instructional system has been structured to insure maximum success and minimal errors for each pupil. In addition, each step closely relates to what has been done before and to what is to follow. These steps are short, carefully sequenced, and maintain continuity in instruction.

This instructional system has been designed for individual student use in accordance with individual learning abilities. Students should be encouraged to repeat any section of the program as many times as they wish.

This Spanish system has been designed specifically for use in schools where a professionally trained Spanish teacher is not readily available.

Use of Equipment

A major factor in the effectiveness of any instructional system is its efficiency of operation which in turn is directly dependent on the manner in which instruction is presented to learners. The mode of instruction utilized in this system relates directly to the linguistic principles inherent in language learning. Also, all audio-visual equipment selected as the vehicle for presenting the related learning opportunities was selected for its simplicity of operation, its simulation capabilities, and its durability. It is anticipated that no major problems of operation and upkeep will interfere with student progress. For greater efficiency, it is suggested that a teacher using this system practice using the equipment and preview all materials prior to their presentation.

Student Check List

An important aspect of any program that permits students to proceed at their own learning rates is a record of individual student progress. This record is to be kept by individual students on a check list provided in each student workbook. This list contains the unit and section numbers and the number of the corresponding cartridge containing the appropriate instruction. One important feature in this list is the word TEST which serves as an indication to students that certain tests must be taken at appropriate junctures in the program before proceeding. Students may be permitted to review related materials as often as desired before taking a test.

System Format

The sequence of instruction utilized in this instructional system follows the "linguistic sequence" now being implemented in "audio-lingual" foreign language programs throughout the country. This sequence is organized as follows:

1. Understanding

   a. With the aid of accompanying visuals and English translations, the student is taught the meaning of four or five short sentences or phrases.

   b. Ample practice at hearing the foreign sentence or phrase is given with a "fading out" of the English and with a "built-up" association to the visuals.

   c. The student is then tested to provide him with feedback on his ability to understand what he hears.

2. Speaking

   a. Students are required to pronounce Spanish words, phrases and sentences only after an extensive opportunity to listen carefully to the correct pronunciation and only after thoroughly understanding what they hear.

   b. The items to be pronounced by students are broken down into lengths of approximately seven syllables, a length proven to be manageable for the majority of students.

   c. All spoken sequences are related to conversational patterns used in everyday speech in commonplace situations.

   d. After instruction and practice in pronouncing short, but usable segments in Spanish, students participate in two-way conversations in which they alternately assume both roles. In this phase, a bell tone is used as the cue for student participation. Continual feedback is provided the student.

3. Reading

   a. The printed word is presented only after students have been trained to understand and pronounce the segment to be read.

   b. When first presented, the student sees and hears the printed word simultaneously. This is done to protect against a "regression effect" common in reading foreign languages.

4. Writing

   a. Writing is the last phase of the "linguistic sequence" and is introduced after students have had an extensive opportunity to develop the pre-requisite skills of understanding, speaking and reading. Immediate feedback is provided after each attempt by students to write a phrase or sentence.

The Teacher's Role

Since the use of this instructional system presumes the absence of qualified personnel in Spanish, it should be clearly understood that teachers responsible for administering this system of instruction in the classroom should not be regarded by students as fulfilling the same role normally ascribed to the teacher in the traditional classroom (i.e., a source of knowledge). Therefore, all necessary instruction and examination of students has been incorporated into the design of the system.

The teacher's responsibilities in the instructional systems classroom are primarily managerial. The teacher is now, in actual fact, a manager of a system of written materials and audio-visual media with the responsibility of presenting the instructional materials in the sequence necessary for attainment of the related objective.

This system was developed by following certain basic learning principles which, to be effective, must not be distorted or ignored by students using the system. Specifically, the learning principles followed have been those of small-step sequences of instruction, frequent and overt student responses, immediate feedback, the avoidance of incorrect examples in instruction, continuity in the development of foreign language skills, the provision for necessary practice and the use of objective criteria for evaluation.

To insure that the system functions as designed, the untrained teacher must administer the system without the interjection of needless delay, irrelevant activities or information.

In addition, the teacher should periodically observe students at work and check student workbooks to guarantee compliance with the requirements of the system (e.g., overt responses, proper sequence, workbook completion, etc.).

ADMINISTERING AND SCORING SPANISH CRITERION TESTS

Administration of Tests

The Spanish Test Booklet is designed to be used in conjunction with accompanying audio tapes. Each student should be assigned a copy of the gray test booklet. You should keep his copy and give it to him only when he is actually taking a particular test.

It is important for you to keep track of each student's progress in the system. The green student workbook contains a student check list which will help both you and the student identify the unit and section he is currently covering and the appropriate test to be taken upon completion. This GUIDE includes a copy of the student check list for your convenience. The check list indicates the section(s) covered in each test. The student should always take and pass the appropriate test before proceeding to a new section or unit.

When the student is ready for a test, he will need the following materials: (1) a tape recorder, (2) the proper tape for the unit and section(s) on which he is being tested, and (3) his test booklet.

Each audio tape will contain several tests. The tests presented on each tape will be listed on the tape box along with the footage number which indicates the beginning of each test. To find the beginning of a test on a tape you should:

(1) Find the footage number for the test on the tape box.

(2) Set the counter on the tape recorder at 000.

(3) Place the tape on the recorder and advance the tape till the footage number on the counter indicates the beginning of the test. (A piece of white leader has been inserted to separate the tests on the tape. This white leader along with the footage number will help locate the beginning of the test.)

For example: If the student has completed Sections 1 and 2 of Unit 1, he will be ready to take the appropriate test. Give him the tape which has Unit 1, Sections 1 and 2 listed on the box. Help the student find the beginning of the test on the tape by placing the counter on the tape recorder at 000; then advance the tape to the beginning of the test for Unit 1, Sections 1 and 2 (see above).

You may also need to help the student find the correct page for the test over Unit 1, Sections 1 and 2 in his test booklet.

Each test has four parts--A, B, C and D. When the student has completed Parts A, B and C (which are on the audio tape), he will be directed by the tape to turn off the recorder and complete Part D in his test booklet. After he has completed all four parts of the test, he should return the tape, tape recorder and his test booklet to you.

Prompt scoring of the tests will be helpful to the student since he should not begin a new unit or section until you have scored his test to determine whether he is ready to proceed.

This procedure should be followed for administering each test in the Spanish system.

Scoring of Tests

The accompanying test keys will be used in scoring the Spanish Test Booklet. Generally, each unit will have more than one section test. Refer to the unit and section number to find the correct key for the test you are scoring.

The format for each test is the same. Parts A, B and D are multiple choice questions. Each incorrect response on these items constitutes one error. Part C, however, is a dictation exercise and only one-half of an error is to be counted for each omitted or misspelled word and each omitted or incorrect punctuation mark (e.g., accent marks, " ´ "; tildes, " ñ "; and inverted question marks, " ¿ "; etc.) For example: In Part C: "¿ Cómo está usted?" would be a correct response. If this were written: " Cómo esta utd?", there would be one and a half errors--one-half error each for the omitted question mark, the omitted accent mark and the misspelling of usted. The total errors in Part C should be rounded off to the next whole error to obtain an even number of errors. In the above example, the one and a half errors would be rounded off to a total of two errors for Part C. The errors from Part C would then be added to the errors from Parts A, B and D to obtain a total number of errors on the test. This same scoring procedure should be used in evaluating each test.

If the student makes no more than four errors, he should be allowed to proceed to the next section or unit. If he makes more than four errors, he will need to repeat the section(s) on which he is being tested.

After you have scored the test, you should promptly indicate to the student whether he should proceed to a new section or repeat the section(s) tested. You should keep his test booklet until the student is ready to take the next test. IMPORTANT: DO NOT REVIEW THE TEST WITH STUDENTS WHO FAIL. THIS IS IMPORTANT FOR OBTAINING VALID FIELD TEST RESULTS.

Additional unbound copies of each test are provided for students who need to repeat any sections. A student should repeat the section(s) and the appropriate test until he passes the test.

NAME _____

BEGINNING SPANISH

UNIT	SECTION	CARTRIDGE	DATE COMPLETED
Intro	Intro	Intro	
I	1	1	
I	2	2	
TEST			
I	3	3	
I	4	4	
TEST			
II	1	1a	
II	1	1b	
TEST			
II	2	2	
TEST			
II	3	3	
TEST			
II	4	4	
TEST			
III	1	1	
III	2	2	
III	3	3	
TEST			

UNIT	SECTION	CARTRIDGE	DATE COMPLETED
IV	1	1a	
IV	1	1b	
IV	2	2	
TEST			
V	1	1a	
V	1	1b	
TEST			
V	2	2	
TEST			
V	3	3	
V	4	4	
TEST			
VI	1	1a	
VI	1	1b	
TEST			
VI	2	2a	
VI	2	2b	
TEST			
VI	3	3a	
VI	3	3b	
VI	4	4	
TEST			

UNIT	SECTION	CARTRIDGE	DATE COMPLETED
VII	1	1	
VII	2	2	
TEST			
VII	3	3	
VII	4	4a	
VII	4	4b	
TEST			
VIII	1	1a	
VIII	1	1b	
TEST			
VIII	2	2a	
VIII	2	2b	
TEST			
VIII	3	3a	
VIII	3	3b	
TEST			
VIII	4	4	
TEST			
IX	1	1	
IX	2	2	
TEST			

UNIT	SECTION	CARTRIDGE	DATE COMPLETED
IX	3	3a	
IX	3	3b	
TEST			
IX	4	4a	
IX	4	4b	
TEST			
X	1	1a	
X	1	1b	
X	2	2	
TEST			
X	3	3	
X	4	4	
TEST			

TEACHER'S KEY FOR

THE SPANISH TEST BOOKLET

REMEMBER: Each incorrect or omitted response in Parts A, B and D constitutes one error. Each incorrect response in Part C constitutes one-half error. The student must have four or fewer errors to pass any given test. (See page eight for more complete scoring directions.)

Be sure that you carefully read the entire Teacher's Guide before you administer or score the Spanish tests.

UNIT I - SECTIONS 1 & 2

PART A	PART B	PART D
1. b	1. b	1. a
2. a	2. b	2. b
3. c	3. a	3. c
4. b	4. c	4. b
5. a		5. a
6. c		

PART C

1. Buenos días, señor López.
2. El gusto es mío.
3. Estoy muy bien.
4. ¿ Cómo está usted?
5. Quiero presentarle a Sharon Higgins.

PASSING SCORE: 4 or fewer errors

UNIT I - SECTIONS 3 & 4

PART A	PART B	PART D
1. a	1. b	1. b
2. c	2. a	2. c
3. a	3. c	3. a
4. b	4. a	4. c
5. a	5. c	5. b

UNIT I - SECTIONS 3 & 4

PART C

1. Igualmente, gracias.
2. ¿ Está usted aquí de vacaciones?
3. Ojalá que pase usted muy buen tiempo.
4. Muchas gracias.
5. Bueno tenemos que irnos.

PASSING SCORE: 4 or fewer errors

UNIT II - SECTION I

PART A

1. b
2. b
3. a
4. a
5. c

PART B

1. a
2. a

PART D

1. a
2. c
3. a

PART C

1. ¿ Qué tal el viaje?
2. Ésta es Sharon Higgins.
3. Tengo mucho gusto en conocerte.

PASSING SCORE: 4 or fewer errors

UNIT II - SECTION 2

PART A	PART B	PART D
1. b	1. a	1. a
2. c		2. b
3. c		3. a
4. a		

PART C

1. Hasta luego, Virgilio.
2. Bien. Mandan recuerdos a todos.
3. Tengo que regresar a la oficina.
4. ¿ Cómo está la familia?

PASSING SCORE: 4 or fewer errors

UNIT II - SECTION 3

PART A	PART B	PART D
1. b	1. c	1. c
2. c		2. b
3. a		3. c
4. c		4. c
5. c		5. b

UNIT II - SECTION 3

PART C

1. Adela, tal vez Sharon esté cansada.
2. Oh, aquí está Sharon.
3. Podemos ir de compras.
4. Me alegro de que esté aquí.
5. Podemos jugar al tenis.
6. Adela, ésta es Sharon.

PASSING SCORE: 4 or fewer errors

UNIT II - SECTION 4

PART A	PART B	PART D
1. a	1. b	1. a
2. c		2. c
3. c		3. c
4. c		4. b
5. b		

PART C

1. Oh, se me olvidó.
2. La criada puede enseñarte al cuarto.
3. También necesito ir al banco.
4. ¿ Y, tu lección de piano?
5. Puedes ir cuando quieras.

PASSING SCORE: 4 or fewer errors

UNIT III - SECTIONS 1, 2, & 3

PART A	PART B	PART D
1. b	1. b	1. b
2. c	2. c	2. c
3. a	3. a	3. a
4. b	4. b	
5. c		
6. b		

PART C

1. ¿ Le gusta el cuarto?
2. En la Avenida Colón.
3. Sí, me gusta.
4. Sí, súbamela después.
5. No, está lejos.

PASSING SCORE: 4 or fewer errors

UNIT IV - SECTIONS 1 and 2

PART A	PART B	PART D
1. c	1. b	1. a
2. a	2. a	2. a
3. c	3. b	3. a
4. b	4. c	4. a

UNIT IV - SECTIONS 1 & 2

PART C

1. A cinco por uno.
2. ¿ Puede cambiarme unos dólares?
3. Gracias, señorita.
4. Aquí lo tiene.
5. Diez.
6. ¿ Cómo lo quiere?

PASSING SCORE: 4 or fewer errors

UNIT V - SECTION 1

PART A

1. b
2. a
3. c

PART B

1. c
2. a

PART D

1. c
2. a

PART C

1. Son catorce pesos.
2. Le doy trece.
3. Bueno. Gracias, señorita.

PASSING SCORE: 4 or fewer errors

UNIT V - SECTION 2

PART A	PART B	PART D
1. c	1. c	1. b
2. a	2. b	2. c
3. b	3. c	3. b

PART C

1. Señorita Molina, aquí está la señorita Higgins.
2. ¿ Qué tal el viaje?
3. ¿ Desde cuándo está aquí?

PASSING SCORE: 4 or fewer errors

UNIT V - SECTIONS 3 & 4

PART A	PART B	PART D
1. c	1. a	1. c
2. a	2. c	2. b
3. b	3. b	3. c
4. c	4. c	
5. b		

PART C

1. En el colegio en los Estados Unidos.
2. Ah, muy bien.
3. ¿ Dónde lo aprendió?
4. No me llame señorita Molina.

PASSING SCORE: 4 or fewer errors

UNIT VI - SECTION 1

PART A	PART B	PART D
1. a	1. c	1. c
2. c	2. c	2. b
3. b		3. c
4. a		

PART C

1. Pero no es nada extraordinario.
2. La vajilla es muy linda.
3. Los platos y las tazas son de loza nada más.

PASSING SCORE: 4 or fewer errors

UNIT VI - SECTION 2

PART A	PART B	PART D
1. c	1. b	1. c
2. a	2. c	2. b
3. c		3. c
4. a		4. a

PART C

1. Bastante bien.
2. Adela, ¿ cómo saliste de tu visita al dentista?
3. ¡ Oh, qué bueno!

PASSING SCORE: 4 or fewer errors

UNIT VI - SECTIONS 3 & 4

PART A	PART B	PART D
1. b	1. a	1. c
2. a	2. b	2. a
3. b		3. c
4. c		4. b

PART C

1. Quiere que tú y yo vayamos el viernes a las siete y media de la noche.
2. ¡Adela! Después de comer pueden hablar.
3. Muy bien, y me presentó a su hermano, Paco.
4. ¿Cómo te fué de visita con María.

PASSING SCORE: 4 or fewer errors

UNIT VII - SECTIONS 1 & 2

PART A	PART B	PART D
1. c	1. a	1. a
2. b	2. a	2. b
3. a	3. b	3. c
4. b		4. b
5. c		5. a

UNIT VII - SECTIONS 1 & 2

PART C

1. Pero no es de mi medida.
2. Tenemos este vestido en tres colores.
3. Es verde de dos tonos.
4. Puede ponérselo si quiere.
5. Aquí lo tiene.

PASSING SCORE: 4 or fewer errors

UNIT VII - SECTIONS 3 & 4

PART A	PART B	PART D
1. b	1. a	1. b
2. a	2. b	2. c
3. c	3. c	3. a
4. c	4. a	4. b
5. b		5. c
6. a		6. b

PART C

1. ¿ De qué color?
2. El vestido es amarillo.
3. Pero en esta ocasión un disco sería mejor.
4. Tenemos que comprar un regalo también.
5. Es un artículo impersonal.

PASSING SCORE: 4 or fewer errors

UNIT VIII - SECTION 1

PART A	PART B	PART D
1. c	1. b	1. c
2. a	2. a	2. b
3. b	3. b	3. c

PART C

1. Escuche que bien toca Adela el piano.
2. Para mí es algo muy interesante y diferente.
3. Muchísimas gracias por el regalo.

PASSING SCORE: 4 or fewer errors

UNIT VIII - SECTION 2

PART A	PART B	PART D
1. b	1. c	1. c
2. c	2. b	2. b
3. b		3. b

PART C

1. No tenemos nada como la piñata.
2. ¿ Hay tanta diferencia en las costumbres de celebrar un cumpleaños?
3. Bueno, no mucho.

PASSING SCORE: 4 or fewer errors

UNIT VIII - SECTION 3

PART A	PART B	PART D
1. b	1. c	1. c
2. a	2. a	2. b
3. b		3. a
4. a		4. c

PART C

1. Hoy es el día de mi santo.
2. ¿ Qué día es su cumpleaños?
3. Los nombres de los santos están el los calendarios.

PASSING SCORE: 4 or fewer errors

UNIT VIII - SECTION 4

PART A	PART B	PART D
1. c	1. a	1. c
2. b	2. b	2. a
3. c		3. c
4. b		

PART C

1. Allí hay unos refrescos.
2. Unas galletas y una limonada, por favor.
3. ¿ Vamos?

PASSING SCORE: 4 or fewer errors

UNIT IX - SECTIONS 1 & 2

PART A	PART B	PART D
1. c	1. c	1. b
2. b	2. b	2. c
3. a		3. b
4. c		
5. a		

PART C

1. Ese José Jiménez, que bien hizo su papel de detective chistoso.
2. En seguida se las traigo.
3. ¿ Entramos en la fuente de sodas a tomar un refresco?

PASSING SCORE: 4 or fewer errors

UNIT IX - SECTION 3

PART A	PART B	PART D
1. a	1. b	1. c
2. b	2. a	2. b
3. c		3. c
4. c		

UNIT IX - SECTION 3

PART C

1. Me dijo María que fué una experiencia magnífica para Sharon.
2. Juega bastante bien.
3. Gané dos partidos y perdí uno.

PASSING SCORE: 4 or fewer errors

UNIT IX - SECTION 4

PART A	PART B	PART D
1. c	1. b	1. c
2. a	2. b	2. a
3. b	3. a	3. b
4. c		4. c

PART C

1. Es tiempo de irnos a casa.
2. Mira, tú pagaste la última vez.
3. Oye, ¿ qué hora es?
4. Bueno, gracias.

PASSING SCORE: 4 or fewer errors

UNIT X - SECTIONS 1 & 2

PART A	PART B	PART D
1. a	1. a	1. b
2. b	2. a	2. c
3. b	3. c	3. b
4. c	4. b	4. a
5. a		5. c
		6. a

PART C

1. ¿ Bueno?
2. Habla Paco. ¿ Qué tal?
3. ¿ Cuándo le ocurrió?
4. Bien, ¿ y tú?
5. ¡ Qué lástima!

PASSING SCORE: 4 or fewer errors

UNIT X - SECTIONS 3 & 4

PART A	PART B	PART D
1. b	1. c	1. c
2. c	2. a	2. a
3. a	3. a	3. b
4. b		4. b

UNIT X - SECTIONS 3 & 4

PART C

1. Voy a manejar el coche.
2. No, adiós. Hasta el sábado.
3. ¿ Qué puedo llevar?
4. ¿ Algo más?
5. Está bien.

PASSING SCORE: 4 or fewer errors